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REASONS
FOR AN ~~626.97~~
English Education,

By Teaching the
YOUTH of Both Sexes

The ARTS of
GRAMMAR, } POETRY,
RHETORIC, } AND
LOGIC.

In their Own
Mother-Tongue.

L O N D O N

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REASONS FOR AN ENGLISH Education.

NEW Methods being always liable to Censure, 'tis requisite to prefix some Reasons for this Proposal of an *English Education*, and for having the Youth of *Great Britain* taught the *Grammar and Rhetoric, &c.* of their own Mother-Tongue, before they learn Latin, or any other Language.

First then, Can any thing be more Absurd and Barbarous, than our present Method of Disciplining Children in the *Initiatory* part of Literature? To push tender Wits into the intricate Mazes of Grammar, and a Latin Grammar? To learn an Unknown *Art* by an Unknown *Language*? To carry them a Dark Round-about Way, to let them in at a Back-door? Whereas by Teaching them First the Grammar of their Own Mother-Tongue, so (1) easie to be learnt. Their Advance to the Grammars of Latin and Greek would be gradual and pleasant: But our precipitate Practice of hurrying them over such a Gulph, before we have built 'em a Bridge to it, is such a Shock to their Weak Understandings, that they very seldom recover it.

(1) Because of the small Change of Terminations in our *English Nouns and Verbs* (so various in the *Latin and Greek*) and for several other Reasons. It has been the Practice of the wisest Nations (says the Learned Mr. *Johnson*) to learn their own Language by stated Rules, to avoid the Confusion that would follow from leaving it to Vulgar Use. "Our *English Tongue* (says another great Master) is the most deter-

" mind in its Construction, and reducible to the fewest Rules : What-
" ever Language has less *Grammar* in it, is not intelligible ; and
" whatever has more, all that it has more is superfluous. Which con-
firms the Point I plead for, to have it made the Foundation of our *En-*
glish Youths learning *Latin*, or any other Language.

To Speak and Write (2) without Absurdity the Lan-
guage of one's Country, is certainly commendable in
Persons of all stations, but to some indispensably necessary.

(2) Which requires a Grammatical Knowledge of it ; for without
That 'tis impossible so much as to Read, Sensibly, the Books written
in our Own Language : Nor indeed, can an Author write Intelligibly
(that is, with a Clear and Determinate Sense) without Conformity to
Grammar-Rules. Which Remark has often help'd me to a Writer's
Meaning where he seem'd to have none ; not for want of Conception in
his Mind, or Significancy and Propriety in his Words, but for some Fail-
ure in the Grammatical Texture and Connexion ; to which even sensible
Writers are so liable, that a Great Master of the Muses (and of our
Mother-Tongue too) us'd to turn his Suspected Sentences into Latin, to
find where the Defect lay : So far is a *Grammar* of our *English Lan-*
guage from being (as some think) an useleſs Book for the Natives of
England. And such a * One being now Publish'd,
*Mr. Brightlands 'tis humbly hop'd, That our Critics in that Province
Grammar of the of Learning, will Contribute Their Assistance, for the
English Tongue. Compleating of this Work.

I appeal to common Sense, if the having a *Grammar*
of our Mother-Tongue (first taught in our Schools)
would not so far facilitate our Youths learning their
Latin and *Greek Grammars*, as to afford 'em spare-time
for Arithmetic, Astronomy, Geography, History, and o-
ther useful Knowledges, that would make them pass the
Spring of their Life with Pleasure and Profit, that is now
miserably worn out in (3) Grammatical Perplexities.

(3) The Liberal Arts and Sciences are all Beautiful as the Graces ;
nor has *Grammar* (the severe Mother of All) so frightful a Face of her
Own ; 'tis the Vizor put upon't that scares Children : She is made to talk
hard Words, that to them sound like Conjuring ; therefore, the first
Entrance into Learning being the most discouraging part of the Pro-
gress, 'tis here chiefly that our Charity should lend Children a helping
Hand, by clearing the Way, and making the Passage as pleasant as 'tis
possible ; instead whereof, we puzzle their Intellects with abstruse
Terms, and Logical Definitions.

*Tis

'Tis (I humbly conceive) evident from the Premises, that the propos'd Method of Commencing with an *English Education* would be a great Benefit to our Youth, whether continued, or taken off from School ; to Adult Persons, that have forgot or never had School-Learning any farther than to Read ; since by the help of an *English Grammar* and *Rhetoric* they may arrive to no small Accomplishments both in (4) Speaking and Writing.

(4) For that Scholars perform Both with more Sense and Understanding than others, is not for their having learn'd *Latin*, *Greek*, or any other Foreign Language ; but because they learn'd the Arts of *Grammar* and *Rhetoric* in those Languages ; and which they might have done in their own Mother-Tongue, as the *Greeks* and *Romans* did.

Now the Reasons for (and good Consequences of) having our *English Youth* first taught the *Rhetoric*, as well as *Grammar*, of their own Language, being much the same, what I have to add shall be with reference to Both.

'Tis contrary to Sense and Reason (says an able Judge in this Case) to put our *English Youth* to toil in foreign Languages, while our own Excellent Language lies neglected, as if it were savage and unfit to entertain the Liberal Arts and Sciences ; whereas, if we would take care to polish and adorn our Language, (5) we should find it as capable of being the Receptacle and Repository of Learning, as those that are call'd the *Learned Languages*.

(5) For that it is as capable of all the Elegances of *Grammar* and *Rhetoric*, with some peculiar Advantages (at least over Modern Languages) I hope to demonstrate in my *RHETORIC of the English Tongue* ; with Instances from Our *English Writers* of Figures of Speech, and surprizing Turns of Eloquence, for which the *Rhetoric of the Ancients* has no Names, because no Precedents in their Authors.

But after all, (because Arguments from Interest are most persuasive) I would ask those Parents, who have their Children bred Scholars chiefly for a Livelihood, In what Language is the Thriving Business of our Nation transacted ? And, Whether a voluble *English Tongue* in

in their Head will not carry them farther in the ways of Profit (6) and Preferment, than all the *Learned Languages*?

(6) *Apollonius Molus* hearing *Tully* Declaim in Greek, cry'd out as in Extasie, *Ø Cicero! I admire you, but pity poor Greece, that must now be forc'd to surrender her Learning and Eloquence, the only Reliques of her Grandeur, to be carry'd away as your Trophy to Rome.* Now I grant this Proficiency in *Attic Eloquence* might possibly have rais'd him to be a *Greek-Professor* of *Rhetoric*, but I humbly conceive it was by being so expert a Master in his *Mother-Tongue*, that he came from a *Pleader* to be a *Consul*.

Generous Spirits will always have a Concern for the Benefit and Credit of their Country: And how far the Honour and Interest of *Great Britain* are concern'd in the Cultivating of Our Language, I presume not to say; only, That a neighbouring Nation has taken Care of Theirs, and found their Accounts in't.

The 'foremention'd *Cicero*, when advanc'd to the Consulship, was so far from neglecting his Mother-Tongue, that in the heat of Civil War between *Cæsar* and *Pompey*, when he knew not whither to send Wife or Children, nor where to hide his own Head, he importunes his Friend *Atticus* (in a Letter of State-matters) to satisfie him, whether he ought to write *ad Piræum, in Piræa, in Piræum, or Piræum* without a Preposition; then adds these Emphatical Words, *Resolve me this Doubt, and you will rid me of a great Uneasiness.*

What! This Prince of Eloquence, at the Age of 60, a Man of his Authority, in that Care for his Country, in that Jeopardy for Himself, and extreme Necessity of his dearest Friends, so Sollicitous for a small Criticism in the Grammar of his *Native Language*! And can we give our *British Censor* just Cause to complain of the continual Corruption in our Stile, that a Catalogue could be produc'd of lately-written *English Books* of 100*l.* price, without ten Lines together of Common Grammar, or Common Sense?

Then how Unaccountable is it, that the Teaching a Good *English Stile* should be no Part of *English Discipline*; and

and to put our Youth upon the study of Foreign Languages with the same Discretion that sends them to travel Foreign Countries, before they know the Constitution and Customs of their Own !

But here an importunate Question will be ask'd, *viz.* Why an *English* Education ? Had we no good *Scholars* made in the Old Way ? Yes, and good *Masters* of Stile too ; never more than in our Days, and of several Professions, especially the Divines of Our Church, whose Discourses (with all the Charms of Foreign Eloquence) have kept up the Dignity of Our Mother-Tongue by *The Comprehensive English Energy*, as the Lord *Roscommon* calls it ; particularly † that Oracle of English Stile, who

† Archbp
Tillotson.

*Extensive Sense fill into Compass drew ;
Said what was Just, and always something New.*

The most Polite Ages of *Greece* and *Rome* pretend to but One Perfect Pattern of Eloquence ; and that in *Cæsar* only cou'd no Fault be found. Now I think I may modestly ask, Whether that small Piece, call'd * *Observations on Monsieur Sorbier's Voyage into England*, will not bear reading after the Celebrated Commentaries of *Cæsar* ? * By the Bishop of Rochester. Nor has the Province of Poetry been so ill serv'd, as not to answer the Character given by the same sagacious noble Critic, that

————— *One Massy English Line
Drawn in French Wire, would thro' whole Pages shine.*

What shall we say then ? has our *Censor* complain'd without Cause, and given a false Alarm of Danger to the Language of our Country, that our Sterling English is got into the Hands of Clippers and Coyners ? I refer those that make a Doubt, to his * *Remonstrance of the Case*. I crave leave farther to assert, That the chief Criminals have been our late Pretenders to Wit, to whom we may say

* * *Lucubrations*.
Sept. 28. 1710.

as Petronius to the Wittlings of his time," Gentlemen, give me leave to tell you, that you have been the Principal Persons that have murder'd Eloquence. Our Stage-Buffoons (from puny Actors turn'd Authors) have at once endeavour'd to debauch our Morals and Dialect, by senseless Cant and new Affectations of Speech, that have catch'd the Town, and infected Conversation; so that it concern'd the Censor of Great Britain to take care that the Commonwealth of Letters come to no Damage; which, like other States, when arriv'd to Perfection, is then in most danger of falling to Decay.

J. B. upon the great Encouragement to the First Impression of his *Grammar*, has with indefatigable Industry consulted all the Polite and Learned Men that he and his Friends cou'd engage, in order to obtain such Improvements, as might make it approach near to Perfection in the *Second Edition*: And, to render his System of an **ENGLISH EDUCATION** Compleat, he has procur'd an Addition of the Arts of *Poetry, Rhetoric and Logic*.

In the *Poetry* is deliver'd not only the Versification and Numbers of our Tongue, but also Rules for the several Provinces of that Useful Art, which will fix in the Minds of Youth a true Judgment of Performances in that kind.

The *Rhetoric* shall not only be drawn from the Best of the *Ancients* and *Moderns*, and from the Nature of the Thing, but be deliver'd in such Terms, as may inform (not puzzle) the Learner.

The *Logic* will be freed from the useless Jargon and Methods of the Schools, and appear a Just Art of Reasoning; always directed to the finding out of Truth, and not for the support of Squabbles.

There is now preparing for the Press, a Second Edition of Brightland's *Grammar* of the English Tongue, with Notes, giving the Grounds and Reason of Grammar in general. To which will be added, the Arts of *Rhetoric, Poetry, and Logic*, making a compleat System of an English Education: All fitted to the Use of Gentlemen and Ladies, as well as of the Schools of Great Britain and Ireland.

